

# DEAF MUTES' JOURNAL.

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"There are more men ennobled by reading than by nature."

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## The New York Institution.

THE subjoined, taken from the Ninety-Fifth Annual Report of the New York Institution, is a part of Principal Currier's presentation on the system of mental development in force and practice during the year, and besides the dissertation upon methods outlines some of the remarkable accomplishments of the pupils in the line of competitive effort:—

### ATTENDANCE.

There have been, during the past year, in attendance 517 pupils, of whom 309 were males and 208 females.

The ages at which loss of hearing occurred are:—

Congenital . . . . .	208	Seven years . . . . .	11
Before one year . . . . .	30	Eight years . . . . .	7
Before one and two years . . . . .	70	Ten years . . . . .	4
Two years . . . . .	46	Eleven years . . . . .	1
Three years . . . . .	26	Twelve years . . . . .	4
Four years . . . . .	18	Thirteen years . . . . .	1
Five years . . . . .	14	Fourteen years . . . . .	3
Six years . . . . .	12	Unknown . . . . .	62

In order that you may comprehend the necessity of a broad system of instruction, I would call your attention to the table which indicates the age at which loss of hearing occurred. The great variety of individual conditions will explain the reason for the adjustment of the methods and course of study to the requirements of the individual, rather than the seeking to fit individuals of such varied gradings to a composite requirement. Use, therefore, is made of every known method or factor for the development of the mind.

We are not and never have been a calendar school. If a matter of interest to the pupils were to occur in October, although provision had been made in the calendar for that subject to be presented in March, we should not postpone until the coming of the fixed date, but we should at once, whenever the necessity of the pupil indicated it as the more profitable manner of procedure, take up and elucidate.

The main object is to get successful living for our graduates. We are not desirous of presenting student feats at the sacrifice of citizen accomplishment. The test of the school is in the success in life of those who have benefited by its curriculum. Our Course of Study is arranged along the lines of the State Syllabus for Elementary Schools for the hearing, with modifications suggested by the ninety-five years of experience and experimentation with the deaf. If our premise, that the object of education of the deaf is to prepare them for the duties of citizenship, be accepted, our conclusion that our system is based upon correct principles and fancies which are so often presented in the educational world, must also be, since less than 4% of our graduates have failed to be self-supporting men and women. An illustration of the comprehensive nature of our course is best shown, perhaps, by result in a competition arranged for school children by one of the prominent New York newspapers. The test was the presentation of a paper of two hundred and fifty words, based upon reading a series of articles on the "Life of Washington," by President Woodrow Wilson, for which there were offered fifty money prizes, five hundred silver medals, five hundred books ("The American Government," by Frederick J. Haskin) and five hundred bronze medals. Twenty-six of our pupils volunteered, and of these twenty-six there were twenty-six successes, twenty receiving silver medals, four receiving books, and two receiving bronze medals. This is a record of which we are justly proud. It is not often that every competitor from a school is a winner, and when it is known that there were more than ten thousand pupils competing, the work of the deaf children of this Institution must be regarded as more than ordinarily good.

It does not seem imperative at the time to discuss the reasons for the system employed in this Institution, full explanation having been given in preceding reports.

The report of the Annual Examinations, giving the results of the year's work, will indicate that the time has been profitably spent. One feature, however, since it is indicative of an advance in the efforts to ameliorate the limitations imposed by deafness, must be noted—that is, the course of weekly lectures inaugurated by the Board of Education of the City of New York, through the courtesy of the Hon. John Whalen, Chairman of the Com-

mittee on Lectures. The series comprised presentations as follows:

"Alaska and Her Wonderful Resources." By Miss Emma R. Steiner.  
"Sculpture in New York." By Mr. John Quincy Adams.  
"Egypt and the Nile." By Mr. Peter MacQueen, F. R. G. S.  
"The New York Zoological Park." By Miss Mary T. Worstell.  
"Around the World with the Atlantic Fleet." By Mr. George E. T. Stevenson (of the United States Navy).  
"Our Friends, the Animals." By Mrs. Mary Searl Sage.  
"Fighting the Polar Ice." By Mr. Anthony Fiala.  
"The Panama Canal." By Mr. Farnham Bishop.  
"Golden California." By Curtis Lee Laws, D. D.  
"Country Life in the West." By Mr. Barnum Brown.  
"London, Old and New." By Mr. William Ackroyd.  
"How to Know Our Song Birds." By Mr. Theodore Hoffman.  
"Kimberley and the Diamond Fields of South Africa." By Mr. Leon Demachy.  
"Wild Life Near Home." By Prof. Silas A. Lottridge.  
"Quaint New England." By Mr. Ernest A. Reed.  
"Snakes." By Mr. Raymond L. Ditmars.  
"From the Great Lakes to Puget Sound." By Mr. Robert G. Weyh, Jr.  
"Whale Hunting with a Camera." By Mr. Roy C. Andrews.  
"Burma, Java and the Malay States." By Mr. Harry C. Ostrander.  
"California." By Miss Rose A. Gifford.  
"Everyday Life in Japan." By Mr. George R. Bedinger.  
"Old and New China." By Mr. Z. T. Ing.  
"Mexico." By Mr. Ulysses G. Warren.  
"Real Cowboy Life in the Far West." By Mr. G. Griffith Clapham.  
"Into the British Columbian Wilderness." By Miss Mary L. Jobe (Instructor of History, New York City Normal College, and Member Canadian Alpine Club).  
"Across the Florida Everglades." By Mr. Alanson B. Skinner.

In order that the deaf children might thoroughly enjoy the entire lecture, interpretation in the sign-language, by means of a spotlight, was given, and on the following day a transcript of the matter presented was required from each pupil. A perusal of these writings gave evidence that the seeing eye gained more lasting results than the hearing ear. This comprehension would not have been possible if spoken language alone had been used in the interpretation of the subject, for it must be understood that alphabetic language, which is based upon the association

with sounds, is not a forceful agent when interpreted by the eye, for the reason that spoken language was developed by and for the auditory apparatus and the principal brain centre controlling it being the agent through which the mind grasps the spoken language presentation. To expect that the centres controlled by the visual apparatus should have equal potency for the transference of thought, while easily spoken, is not borne out in practical experience. Speech signs when divested from sound are not potent factors for the exchange of ideas.

At this point it would appear proper to call your attention to our extensive use of rhythm—"Nature's best method of expression: children can feel rhythm and they love it."

Plato has said that the whole of a man's life stands in need of a right rhythm.

All modern educators are agreed that the first step in a child's education should be to teach him to know himself, to accustom him to life and to awaken in him sensations, feelings and emotions, before giving him the power of describing them.

There are two physical agents by means of which we appreciate music; the ear as regards sound, and the whole nervous system as regards rhythm.

A normal child is unable to appreciate at the same time a succession of tones forming a melody and the rhythm which animates them.

Tone is secondary, because it has not its origin in ourselves; but movement is instinctive in the human and therefore primary. This will clearly indicate the necessity of the teaching deaf children movement—automatic marching, which is the natural model of time measure. The different time measures are illustrated by various accentuations with the foot. Pauses in marching teach the duration of sounds; movements to time with the arms and the head preserve order in the time measures. All this no doubt will seem simple—it would be if the child had instinct for time, for time values, for accentuation, for physical balance. The motor faculties are not the same in individuals. There are many obstacles to prevent the rapid and exact physical realization of mental conceptions.

One child is always ahead the beat when marching, another behind; one takes unequal steps and another lacks balance. In a word, we strive to make possible co-ordination between the mind which conceives, the brain which orders, the nerve which transmits, and the muscles which execute. Thus by the help of rhythm we endeavor to establish a rapid and regular communication between brain and body.

The results already reached in this Institution should, it seems to me, make it imperative that in every school for the deaf, edu-

cation by and for rhythm should have high place in the curriculum. Our gymnasium training, our military drills, our band and field music, our folk dances in the kindergarten, our rhythmic exercises with balls and kindergarten games, are used to carry out our ideas of the value of rhythm in the development of the deaf child.

The Montessori Method has been thoroughly tested for two years in our first-year classes, and we now feel justified in stating that the results have been satisfactory in every respect.

This year our little people have moved into a larger room, and the new pictures, plants and cases, for the didactic materials, make it a very attractive place. It is also the busiest and happiest corner of our school. All day long the children are here working out the fascinating Montessori problems, under the wise directions of a trained kindergarten and Montessori teacher. They have learned to get their various materials from the cases in a quiet and orderly manner and to put them away carefully after their work is done. When it is convenient and agreeable, they spread their small rugs over the floor and sit there to build or arrange the letter and number cards. When a signal for "the silence" is given by the "directress," each little one drops her work and goes quietly to her side, which shows that they are learning the Montessori lessons of attention and self-control.

Our "House of Childhood" is in the center of the Kindergarten, as we have found that the two methods should be interwoven to produce the best results. Our Kindergarten is twenty years old. It has annexed the new method; as the simple, well-graded materials for sense-training, which Dr. Montessori prepared primarily for deficient children, are well adapted to the needs of our little deaf children and our backward pupils when they first enter school. We have added to the course, however, some of the simple kindergarten gifts, occupations, games and rhythmical exercises which increase the children's opportunities for free self-expression.

Our backward pupils are carefully graded and taught in separate classes. They have been greatly benefited by the new method. The tasks set for the normal child, though, would be far too difficult for the sub-normal child, and special methods must be used in classes of backward pupils, that would be entirely unnecessary in classes of bright pupils. Dr. Montessori has well said that there should be just measurement of every child's ability, and each one be given a fair chance to develop the powers in his possession.

In the remarkable address that Dr. Montessori gave in our city recently, she urged all teachers to give their pupils a better chance to develop their powers naturally and to study the individual child, as that is the best way to discover the right method for his development toward perfect manhood. She insisted that her method was really developed by the children in her school at Rome.

Through her wonderful personality and great sympathy for little children, Dr. Montessori has inspired a large number of educators with a desire to free every child from any system of education that represses individuality.

In one description of her "Children's House," Dr. Montessori says of the children there: "Each one of them perfects himself through his own powers, and goes forward guided by that inner force which distinguishes him as an individual."

In harmony with the idea expressed above, it is difficult to understand how any practical teacher of the deaf can refrain from using the Combined System. Without this System the deaf child is repressed; with its use he is expanded.

The schools for the deaf were the first to include the teaching of trades in their courses of study. Not to select a boy's vocation for him or train him for some particular calling in life, but to indicate the nobility of labor as well as the importance of a skilled use of the hands. There are pupils who do not make a satisfactory advance in the classroom, but who become expert workers in some of the handicrafts, whose brains are in their hands.

"He has achieved success who has lived well, laughed often and loved much, who has gained the respect of intelligent men and the love of little children, who has filled his niche and accomplished his task, who has left the world better than he found it whether by an improved poppy, a perfect poem or a rescued soul, who has never lacked appreciation of earth's beauty or failed to express it, who has always looked for the best in others and given the best he had, whose life was an inspiration, whose memory a benediction."



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
The Officers of the Battalion.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
"Sound Off."



THE DEAF-MUTES' JOURNAL (published by the New York Institution for the Instruction of the Deaf and Dumb, at W. 163d Street and Ft. Washington Ave.) is issued every Thursday; it is the best paper for deaf-mutes published; it contains the latest news and correspondence; the best writers contribute to it.

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"He's true to God who's true to man:  
Wherever wrong is done  
To the humblest and the weakest  
Neath the all-beholding sun,  
That wrong is also done to us,  
And they are slaves most base,  
Whose love of right is for themselves,  
And not for all the race."

Specimen copies sent to any address on receipt of five cents.

THIS week's DEAF-MUTES' JOURNAL is the special illustrated number which we issue annually to describe, with picture and type, the workings of a great Institution for the Education of the Deaf.

The New York Institution—popularly called the Fanwood School—is situated on the east bank of the Hudson River. It faces New York's grandest driveway, the Riverside Drive, for a stretch of three blocks from West 162d Street to West 165th Street. Its eastern limits are fringed with the shade trees that line Fort Washington Avenue. A great spread of velvety green lawn affords an ideal playground for the gentler sex, while the boys have an immense quadrangle of smooth playing space for base-ball, foot-ball, and other healthful outdoor sports. Both boys and girls have a splendid coasting incline for winter days, that gives a long and swift and thrilling glide without any of the danger that too often attaches to this line of sport. Between the Institution and the river is another vast area of level greensward, used for track work and running contests, under the careful coaching of the physical director in charge of the gymnasium.

The foregoing is merely to afford the reader a comprehensive understanding of the natural advantages which the Institution enjoys in its location, and the resultant benefits to the pupils in the sanatory surroundings and provisions for physical development. Moreover, the Institution is easy to reach by subway, trolley, or elevated lines of travel.

So much for situation and approach; and now for the Institution's proudest day. On each Commencement Day one beholds a huge amphitheatre of seats on the sloping lawn, facing a platform in the open air, and a couple of thousand eyes eagerly watching the pupils of the different classes, successively and successfully exhibiting the varied features of the program which are printed in other columns of this paper.

Before the eyes of the assembled multitude of men and women, beginning with the little tot of five and six years, step by step



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.—Prize Winners of the Washington-Wilson Essay Contest.

the upward progress of the pupil is evolved, until at the end the gradual metamorphosis has assumed the semblance of a sturdy youth on the threshold of manhood, and a maiden on whose face is the serious sweetness of budding womanhood, each ready to step out into the wide world, the feeling of regret at parting tempered by a confidence in their own ability to perform well the duties which may come to them along the pathway of life.

Commencement Day at Fanwood.



THE NINETY-SIXTH COMMENCEMENT of the New York Institution for the Instruction of the Deaf and Dumb was held on the afternoon of Tuesday, June 16th, 1914, at three o'clock. The school year will close on June 17th. The program for the day was as follows:—

1. Prayer.

II. Address by the President of the Institution.

III. Exercises by the Pupils, conducted by the Principal.

1. Salutatory Address, with Essay, on, "Musical Vibrations as an Aid in Developing Voices of the Deaf," by Lena Herschleifer.

SALUTATORY ADDRESS.

In behalf of the class of 1914, let me say that it gives us pleasure to welcome you on this occasion to take part in our closing exercises.

I think it is not necessary for me to go into details concerning the progress of the work here. It has done much for the welfare and education of the deaf as you can see.

Personally I cannot express sufficient gratitude to this Institution for it has brought me from darkness to light.

I hope you will notice to-day what improvement we have made.

Again, we extend to you all a cordial welcome.

"MUSICAL VIBRATIONS AS AN AID IN DEVELOPING VOICES OF THE DEAF."

We, the deaf are often asked if we hear the tones of the piano or the voices of people. We don't hear sound vibrations, we only feel the thrill of the music—but hearing persons appear not to understand our sense of feeling.

Sometimes we happen to feel some great sound which makes us start, and people think we hear it. We can feel the vibrations pass from our feet to the head, when the piano is played, or a person is singing, or if we hold a paper or sit at a distance.

In the process of hearing, the vibrations of air, caused, we will say, by touching the keys of a piano, pass toward the ear, but the deaf only feel the waves of sound, which move through the sensory nerves from feet to head. Hearing people also feel these vibrations, but they never think of them.

We enjoy feeling these vibrations, much as hearing people enjoy sound. It often makes our thoughts move like soft music.

How far may this feeling of sound vibrations be cultivated to supply the loss of hearing?

We can tell what is being played on the piano, if we have learned the songs; by feeling the different tones and also remembering the rhythm. The deaf can sing if they have ambition. This gift from God, we can develop and we use it to improve our articulation.

I, although congenitally deaf, can sing a little. If I continue to practice faithfully. I believe that I can sing so that hearing people will enjoy it.

When the piano is played and I am singing, I am happy because the melody of the vibration, brings its charm. Before Mr. Currier wanted me to sing, I used to talk in a loud high voice, but after learning to run the scale, I have improved in speaking.

I have the belief that with a fair voice and superior mentality, the deaf singer can reach a high degree of proficiency. I cannot speak too strongly in favor

of the use of music, for improving the voices of the deaf, for it helps the articulation, the pitch, the volume and the rhythm of tone.

Many pupils here are learning to sing,—the teacher is handicapped unless all have been trained to articulate syllables correctly.

Here are a few rules for singing when we begin to learn:

1. We must have plenty of fresh air; correct position and breath control.

II. Correct articulation.

III. We must learn the notes and scales.

Before we practice these rules, we always have breathing and tongue gymnastic exercises, with the windows open to let the air in. This helps makes our voices flexible.

Many of the patriotic songs have become popular with us, as well as the latest popular songs.

Helen Keller, the renowned blind and deaf woman, can run the scale well, and she sings French, German and English songs. Here our Fanwood boys can sing the "Watch on the Rhine," in German.

It seems evident in this generation that the deaf are progressing by feeling the vibrations of music.

We can't expect them to sing well yet, as they began only last January.

May God grant the power to future generations if they have sufficient energy and time, because "Where there is a Will, there is a Way."

2. Presentation of Cooking Class Methods.

3. Kindergarten Exercises. Miss McGill, Directress. The Children's Pageant.

1. A Swedish Folk Dance.
2. The Tarantella.
3. Hungarian Dance.
4. An English Folk Dance.
5. A Morris Dance. (Bean Setting.)
6. Sailor's Hornpipe.
7. The Minuet.
8. March.

Rhythmic Exercises for Vocal Practice.

1. Clapping and Beating Time.
2. Rhythmic Movements of Hands and Feet.
3. Chanting Kindergarten Rhymes:

Do you know how to clap, how to clap, how to clap?  
Do you know how to dance, how to dance, how to dance?  
This is the way we bow to you, bow to you, bow to you.  
This is the way we bow to you, bow to you, bow to you.

4. Graduating Essay, "Thought Training in Our School," by John J. O'Brien.

6. Primary, Intermediate and Advanced Oral Exercises.

1. The Pageant of the Year. [Miss Andrews' Class.]

- First Child. With magnifying glasses so powerful and clear, what are you all doing standing here?  
Second Child. We're looking out upon the happy months to come.  
July. I see a month, quite near us, all red and white and blue  
See the fire-crackers all waiting in a row and the pis  
tols that go "bang."  
August. And there's the big blue ocean and the boats  
September. School has begun. I see the children running. Hurrah  
for Fanwood!  
October. Oh, see the grapes and apples all ripe to eat. This is  
October with its bright leaves and nuts.  
November. Oh! oh! See the big fat turkeys, the pies and all the  
other good things to eat. We all love Thanksgiving.  
December. Oh! Oh! There's Santa Claus. How fat and jolly he  
looks! See the big pack on his back! There are dolls,  
balls, tops, games, and toys for all the boys and girls.  
The children all love Christmas.  
January. Look! oh, look! The lights are in all the churches.  
Hark! Hear the bells ring and the people shout:  
"Happy New Year to all." "Happy New Year."  
February. I see another month, all red, white and blue—a short one  
but it is rich in birthdays. There's Lincoln whom we  
all honor, and St. Valentine whom all the children love,  
and Washington, the great, the good, the wise.  
March. Green, green everywhere. This must be the seventeenth  
of March, St. Patrick's birthday.  
April. And there's an Easter lily. Oh, how it rains. April  
showers bring May flowers.  
May. Buttercups and daisies. Oh, the pretty flowers. See all the  
May flowers.  
June. Oh, what beautiful roses. Some are pink, some are white  
and some are red.  
See all the little boys and girls, waving their hands and say-  
ing good-bye to their teachers, good-bye to their friends  
and good-bye to their schoolmates. School is done.  
The children offer the glasses to the audiences, saying:—  
Do you want to look in our glasses?

2. The Latest Fashions. [Miss Green's Class.]

(Enter boys.)

- Harry. "The girls wear very silly dresses, now, don't they?"  
Thomas. "Yes, they do. Some of their dresses are very queer."  
Meyer. "I saw something funny to-day. A girl tried to get into a car  
and she could not step up. Her dress was too narrow."  
Lester. "The girls are foolish. They cannot be graceful."  
Hymen. "Sometimes their hair looks ridiculous."  
"Boys do not dress that way!"

(Enter Katherine.)

Katherine. "Good afternoon."  
Boys. "Good afternoon."

(Enter Goldie.)

All. "Good Afternoon."  
Goldie. "What a stylish dress!"  
Katherine. "Thank you."

(Enter Anna and Rose.)

All. "Good afternoon."  
Anna. "How do you like my new suit?"  
Girl. "It is beautiful."  
Rose. "My dress is the latest style."  
Goldie. "Do you like my ruffles?"

(Girls admire Anna and Rose.)

Lester. "How do you like our new suits?"  
Anna. "They are fine."  
Rose. "What does I. W. W. mean?"  
Thomas. "It means, I won't work."  
Meyer. "Here comes Miss Ma'ty. She looks  
like a brown bird."

(Enter Katie.)

Thomas. "You are 'ate. Why did you not walk  
fast?"  
Katie. "Our dresses are not made for walking  
fast."

(Boys offer chairs. Girls try to sit.)

Lester. "Why don't you sit down?"  
Anna. "Our dresses are not made for sitting."  
Meyer. "Shall we play a game?"  
Goldie. "Our dresses are not made for playing  
a game."  
Harry. "I do not see how you do your work."  
Rose. "Our dresses are not made for work-  
ing."  
Meyer. "What are your dresses made for?"  
Katie. "They are made for people to look at."

(Enter Amelia and Alice.)

Alice. "What are you laughing at? My dress  
is not silly."  
Amelia. "Neither is mine."  
Alice. "You make fun of silly clothes."  
Amelia. "Our dresses are all right."

(Boys are embarrassed)

Rubin. "Let us walk about."

\* \* \* \* \*

Alice. "See that! No wonder the girls dress  
silly."

Amelia. "Men do not like sensible girls."

Alice. "I think it is their fault that gi-rls wear  
such foolish dresses."

Amelia. "I think so too. Our dresses are sensi-  
ble and they did not want us. They  
asked the others. Men make wo-  
men silly."

Alice. "That is true. Men do not like old-  
fashioned girls."

(All march off).

3. Gen'rous Sister. [Lizzie Caplan of Miss  
Stryker's Class.]

I have a little sister Bee,  
She's just one year less old than me.  
I've given her packs an' packs of things—  
I'm gen'rous, you'll agree!  
I gave her Measles, Whoopin' Cough;  
Then Chicken Pox, when that wore off,  
I gave her Scarlet Fever, Mumps;  
Each Spring and Fall she has the dums,  
'Cause all my dresses—too short for me—  
I give to little sister Bee.  
Now, don't you think that's kind of me?

7. Rhythmic Voice Culture illustrated by Advanced  
Classes.

8. Presentation by the Band and Field Music.

1. My Maryland - - - - - Mygrants
2. Evening Star and Pilgrim Chorus - R. Wagner
3. Tuba Solo - - - - - H. Cammann
4. Tanhauser March - - - - - R. Wagner
5. Star Spangled Banner

9. Art Work with the Deaf.

10. Military Exhibit by C Company.

MUSIC BY VAN BAAR.

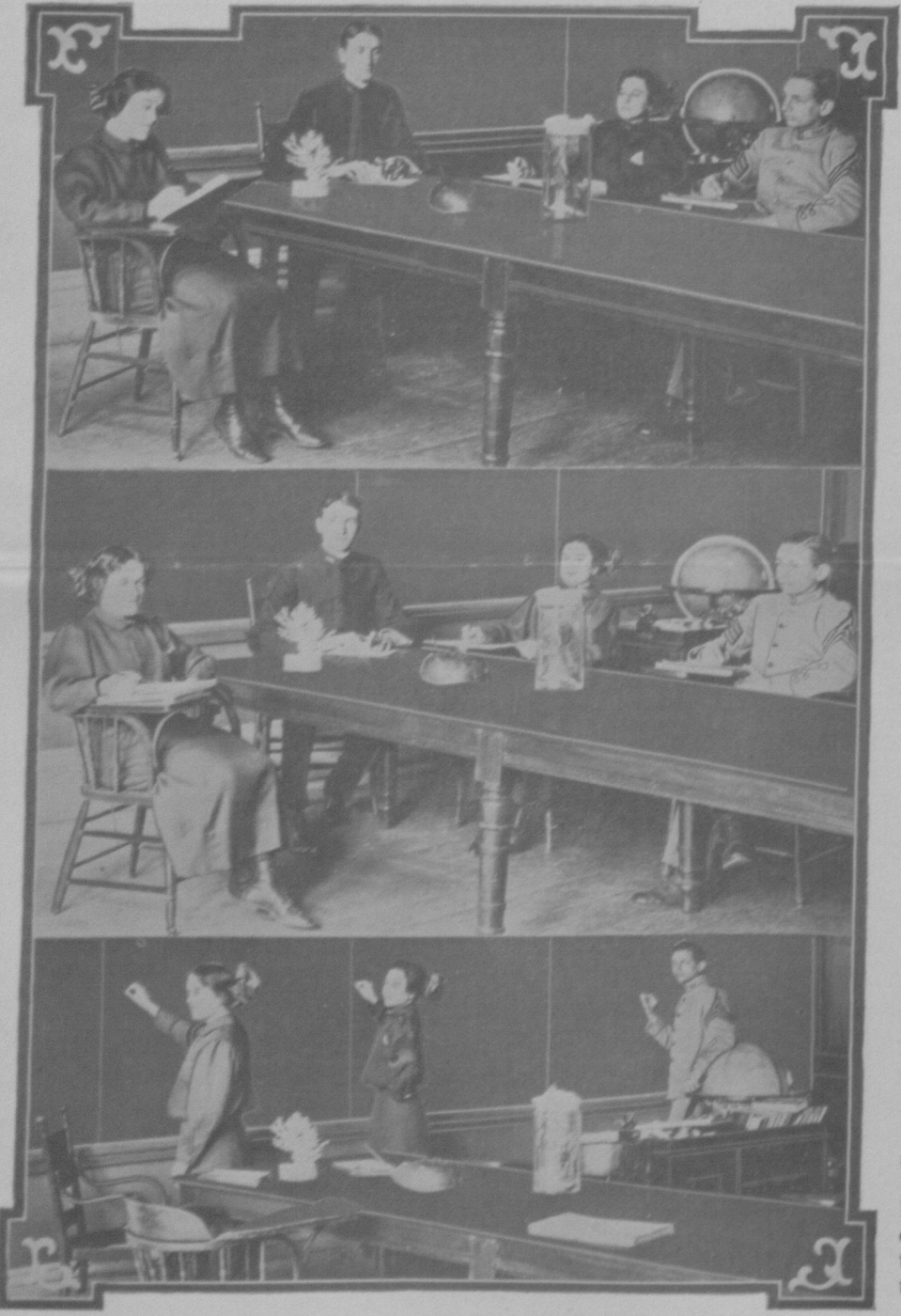
11. Presentation of Gymnasium Work.

1. Free Movements. (Intermediate Boys).
2. Exercises on Balance Boards. (Senior Girls).
3. Exercises with Wooden Poles. (Senior Boys).
4. Dance, American Beauty. (Senior Girls).

12. Graduating Essay, "My Life," by Minnie Brown.

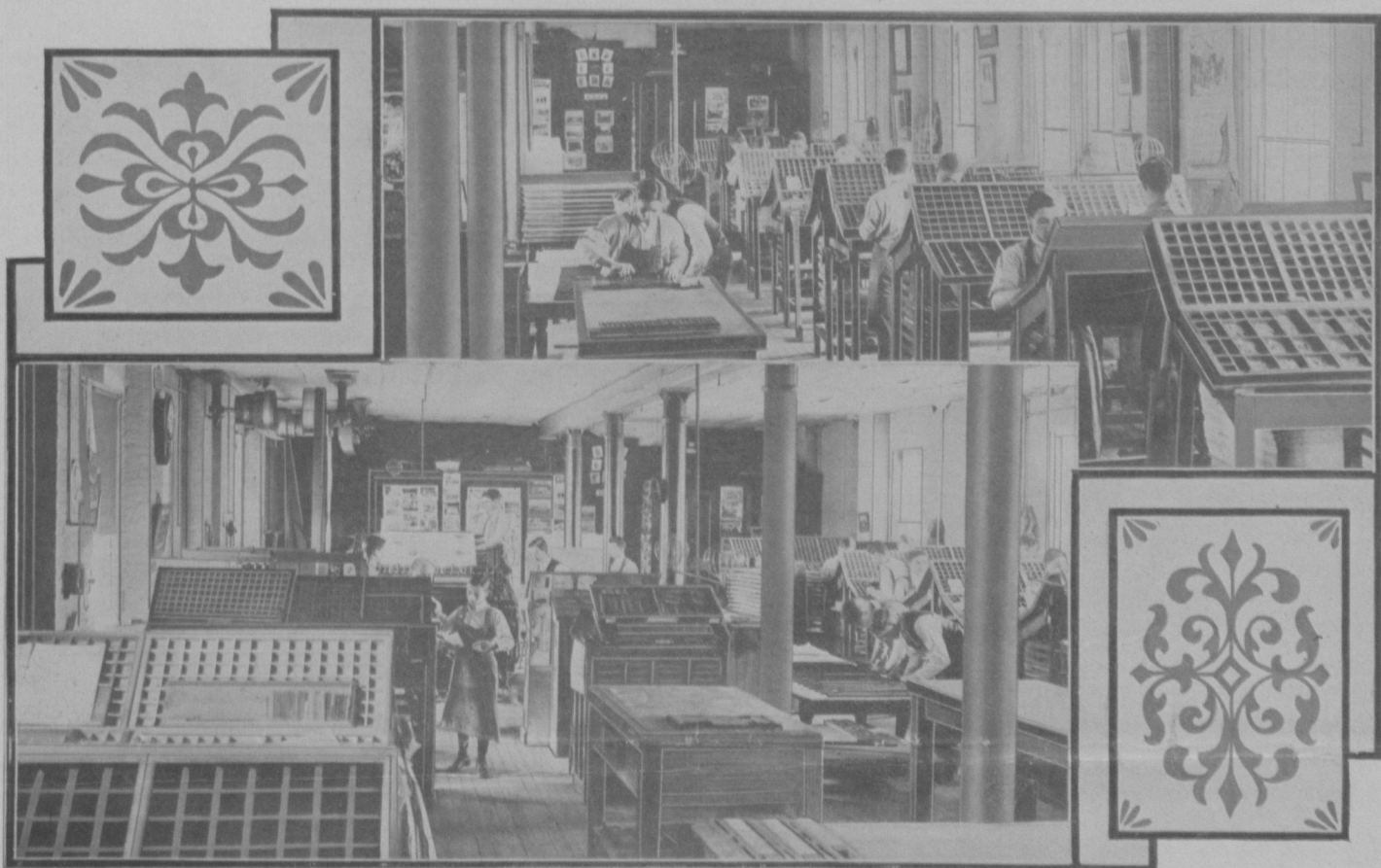


NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
Kindergarten—Rhythmic Exercises.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
Advanced Class (Oral)—Nature Study.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
A Class in Printing.

13. Graduating Essay, "A Retrospect," with Valedictory Address, by Walter E. Kadel.

#### "A RETROSPECT."

We, who have here to-day, are about to enter upon the great game of life. Playtime and book study are over; real action begins.

Naturally at this time we pause to look back on our school lives, to consider if we have been prepared, what are the mental, moral, and physical forces we possess?

We came here as children, knowing next to nothing; we now are about to graduate more or less prepared to take our place in life's line of action.

Our training has all been to this end, to make us useful, God-fearing, law-abiding men and women.

Success is the goal of all life's ambition.

But before we can attain that goal, we must expect to meet new experiences and many difficulties.

Our training here has brought us all we could wish in the way of useful instruction.

We have had pointed out to us the many dangers that will beset us. We have been shown more or less clearly how to meet difficulties and dangers.

Above all, we have been taught to strive and make ourselves useful and worthy in all good works as we go along through life.

We have been shown how temptation, among other things, must be faced, how character, strength and wisdom must be gathered as we go along. And there is needed in us a confidence that we can succeed, in spite of the loss of an important sense.

Disappointments should be taken, not as failures, but as inspirations to further effort.

Our education has trained us to stand rightly by such tasks as may be ours to perform, whether they be pleasant or not.

I believe that the graduates from this Institution have been provided with proper guides to mental, moral and physical activities. It remains for the individuals, themselves, to apply to useful purposes the instruction they have received.

Military obedience has been demanded of the students here. The tactics have been required to be performed with speed and accuracy. This training has been equally efficiently applied to all our activities, whether of mind or hand. It has provided us with an active and attentive alertness that will stay with us through life.

Upon entering this Institution the young pupil is placed in the kindergarten. When progress warrants it, he is promoted to the First Grade, and so on and upward. But here school instruction is not the only teaching he receives, for, more than other children, the deaf child owes to his school, his health, morally and physically, his manners, his every progress from child to manhood.

In process of time he is given a trade, and this occupies half of his daily instruction while at school, continuing from the age of fourteen until he reaches the Academic High Class. Here he

receives the benefit of a further three years course in the higher branches of study.

Graduation awaits him at the age of 20 or 22 years. He is now well advanced in both intellectual studies and in the mastery of a trade.

That is as much, if not more, than the average pupil obtains at Public and High Schools.

God, in his own way, has made life's opportunities equal. For the hamperings of an impediment the deaf are compensated for by schools and teachers to whom they are more than ordinary pupils. So there are sorrows, pain, tears, and many joys, and life is long enough to experience all these things.

We have been properly trained—we are ready—and in the words of Theodore Parker: "Let us do our duty in our shop or our kitchen, the market, the street, the office, the school, the home; just as faithfully as if we stood in the front of some great battle and we knew that victory for mankind depended on our bravery, strength and skill. When we do that, the humblest of



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
A Class in Sign-Writing.

us will be serving in that great army which gloriously achieves the welfare of the world."

#### VALEDICTORY.

To the Board of Directors:—Although we have had little opportunity to meet you personally, we have felt the great interest and kindness you have exercised to make us what we are to-day.

When we entered here, we were little more than the seed that is sowed in the earth.

We, in our efforts to succeed in the world, shall try to make you feel that your labors have not been in vain.

The Graduating Class of 1914 acknowledges your goodness and your kindness, and we wish to express our sincere thanks to you all.

We shall always remember you, and wherever we go we shall bear in mind the great good you have done for us.

We bid you one and all a fond Farewell.

To our Dear Principal:—During all the years of our stay here, we have been under your tender and devoted care. You have delivered us from ignorance. You have raised our standard, you have labored to lift us up in the World, and the deaf-mute is no longer looked on as a senseless and ignorant being. You have embodied in us the spirit of patriotism, and have made us a credit to the State and to our country. We appreciate all you have done and are doing, and thank you sincerely. Farewell to you, beloved Principal, Farewell.

To the Teachers and Officers:—You have had a great share in preparing us for the World. We are greatly indebted to your patience and care as teachers, and your faithfulness as friends.

When we refer to our Alma Mater, you shall always have our esteem and respect.

To Graduating Classmates:—This is our last day at school. We are soon to go into the battle of life.

We have been trained in practical tactics and let us try to use our training to advantage. Let us all try to be successful, and uphold the glory of our Alma Mater.

We probably have never realized what this parting means, but now, as we are the factors, we have begun to realize.

Let us bear in mind as we go into the world, our class motto, "Fortiter"—and do all things bravely, honestly and truthfully. Good-bye.

#### V. Distribution of Diplomas, Certificates and Prizes.

Certificates of good scholarship for the five years' course were given to:—Harry Barnes, Jacob Asinof, Zelda Bernstein, Grace Curedale, Timothy J. Downey, Ernest Ette, Jean Paul Gruet, Elsie L. Grossman, Harri t Gallagher, Santo Guinta, Max Hoffman, Florence Hughes, Annie Jacobs, Caroline Krauss, Royal Kroboth, John Livingston, Elsie Luf, Wanda Makowski, Alice Meier, Selma Newman, Roy W. Pa sons, Roland O. Ross, Louis Rubenstein, Harry Shapiro, Tillie Troupiusky, Hobart Van Orman, Clara M. Werner.

Diplomas for eight years course were given to Annie M. Benet, William Burke, Minnie Brown, Charles L. Drake, Mary E. Gilmour, William L. Garrison, Lena Herschleifer, Charles Lambert, Katie Ros-, Harry Rothstein, Francis Smith, John E. Stafford, Walter G. St. Clair.

Diplomas for the special course of eleven years were given to John J. O'Brien, George M. Gilmour and Eva Christian.

A diploma of the highest grade was given to Walter E. Kadel, who had completed a full course of three years' study in the High Class.

The prizes for Shirtmaking were conferred on Martha Muller and Minnie Brown.

The prizes for Dressmaking were conferred on Wanda Makowski and Marion C. McCoy.

The prizes for Plain Sewing were conferred on Estelle Chisolm and Lillie Lieberz.

The prizes for proficiency in Cooking were awarded as follows:

6th Female Manual—Annie M. Bennett.  
5th A Oral—Victor Lind  
4th B Female Manual—Estelle Gerstele.  
4th Mixed Oral—Jacob Stark.  
2d A Oral—C ara Sylvester.  
2d B Oral—Alfred Allen.  
2d Mixed Manual—Agnes Valley.  
1st A Oral—Louis Rubenstein.  
1st B Oral—Katie Maltz.  
Grade D, Class 1—Sarah Jacobs.

The prizes for speed and accuracy in typesetting, punctuality and good conduct during the year, originality and taste in job work, and general knowledge of printing, were awarded as follows:

First Grade—Solia Gerschanek. Second Grade—Arthur L. Tabachnick. Third Grade—Max Cohen. Fourth Grade—Jacob Seltzer.

Prizes for Press Work were awarded to Charles Golden and Morris Rubin.

The prize for marked improved and conduct was awarded to Milton Haberman.

A prize for General Excellence was awarded to Jean Paul Gruet.

From the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes were awarded to the Department of Art:—

ADVANCED (*Drawing*)—1st Prize, Jean Gruet; 2d Prize, Charles Phillips; Prize for improvement, Charles Lambert. (*Design*).—1st Prize, John Livingston; 2d Prize, Elsie Grossman.

INTERMEDIATE (*Drawing*)—1st Prize, Hjalmar Bergstrand; 2d Prize, Olive Joseph; 3d Prize, John Nesgood; Prize for improvement, Max Cohen; Honorable Mention, Concertina Pizzutti and Earl Shaler.

PRIMARY (*Drawing*).—1st Prize, Cecelia DeCamillis; 2d Prize, Ernest C. Ette; Prize for improvement, Lizzie Caplan.

Special Prize for design applied to wood-work, Walter G. St. Clair.

The Henry Jansen Haight prizes for painting were awarded as follows: 1st Prize, Walter E. Kadel; 2d Prize, Michael Ciavolino; 3d Prize, Lena Herschleifer.

The Archibald D. Russell Gold Medals, for highest proficiency in the school of the soldier, were awarded to Cadet First Sergeant Jean P. Gruet, "A" Company; Cadet Frederick Parker, "B" Company; Cadet Harry Belsky, "C" Company.

The Principal's Gold Medal, for the best drill officer, was awarded to Cadet Captain William G. Lux.

The medals provided by General George Moore Smith, for marked excellence in military drill, were awarded to Cadets Frederick Gabay and Gdale Dlugaz, "A" Company; Cadets Leon Churchwell and Sergeant Sandy J. Guinta, "B" Company; Cadets Alfred Allen and Samuel Jampol, "C" Company.

The medal for General Excellence in Field Music, was awarded to Charles Lambert.

The Cary Testimonial, for superiority in character and scholarship, as awarded to Elsie Grossman.

The Demilt Prize, for character and scholarship, was awarded to Elsie Luff.

The Frizzell Prize, for unremitting effort and successful attainment, whether in language, signs, poetry, or other studies embraced in the Intermediate Course, was awarded to Wanda Makowski.

The Alstyre Prize, for general excellence of character and perseverance in well doing, was awarded to Mary E. Gilmour.

The Eliza Mott Prize, for improvement in character, was awarded to Harry Barnes.

The Dennistoun Prize, for superiority in English Composition, was awarded to Jean Paul Gruet.

The prize offered by the Hollywood Fraternity of Deaf-Mutes to the female pupil who shall, in the opinion of the Principal, have made the greatest progress during the year, was awarded to Katie Ross.

The prize provided by the League of Elect Surds, the Fraternal Society of the Adult Deaf in the City of New York, to be conferred annually upon the male graduate who shall, in the judgment of the Principal, have made best progress in all departments during the year, was awarded to William L. Garrison.

The prize provided by the Manhattan Literary Association of Deaf-Mutes of New York City, to be conferred annually upon such pupil as shall have attained marked excellence in both the educational and printing departments, was awarded to John J. O'Brien.

The Ida Montgomery Testimonial, provided in fulfillment of the wishes of the late Benjamin Robert Winthrop, to be conferred upon such graduate pupil who, having become deaf prior to the age of 15 years, shall, in the judgment of the Principal, have shown marked excellence in studies, character and manual skill, was awarded to Walter E. Kadel.

The testimonial to be conferred every year, in accordance with the terms of the bequest to this Institution by the late Harriet Stoner, upon such pupil in this Institution as has not acquired any knowledge through the ear, and at the time of graduation shall be found to have attained the highest comparative excellence in character and study, was awarded to Lena Herschleifer.

VI. "All America," recited in signs by the choir and sung by the audience, accompanied by Van Baar.

My country 'tis of thee,  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died!  
Land of the Pilgrim's pride!  
From every mountain side  
Let freedom ring.

My native country, thee—  
Land of the noble free—  
Thy name I love;  
I love thy rocks and rills,  
Thy woods and templed hills;  
My heart with rapture thrills,  
Like that above.

I love thy inland seas,  
Thy sweet magnolia trees,  
Thy palms and pines;  
Thy canyons, wild and deep;  
Thy prairies' boundless sweep,  
Thy rocky mountains steep,  
Thy deepest mines.

I love thy silvery strands,  
Thy Golden Gate that stands  
Afront the West;  
Thy sweet and crystal air,  
Thy sunlight everywhere—  
O land beyond compare,  
I love thee best!

Let music swell breeze,  
And ring from all the trees,  
Sweet freedom's song:  
Let mortal tongues awake;  
Let all that breathe partake;  
Let rocks their silence break—  
The sound prolong.

Our fathers' God! to thee,  
Author of liberty,  
To thee we sing;  
Long may our land be bright  
With freedom's holy light;  
Protect us by thy might,  
Great God, our King.

VII. Benediction.

TAPS.

The Class Ivy was dedicated in the afternoon of Friday, June 12th. Escorted by the band, the procession of graduates, led by Principal Currier and Dr. Fox, and followed by the teachers, marched to the northwest corner of the Academic building, where the ceremonies occurred.

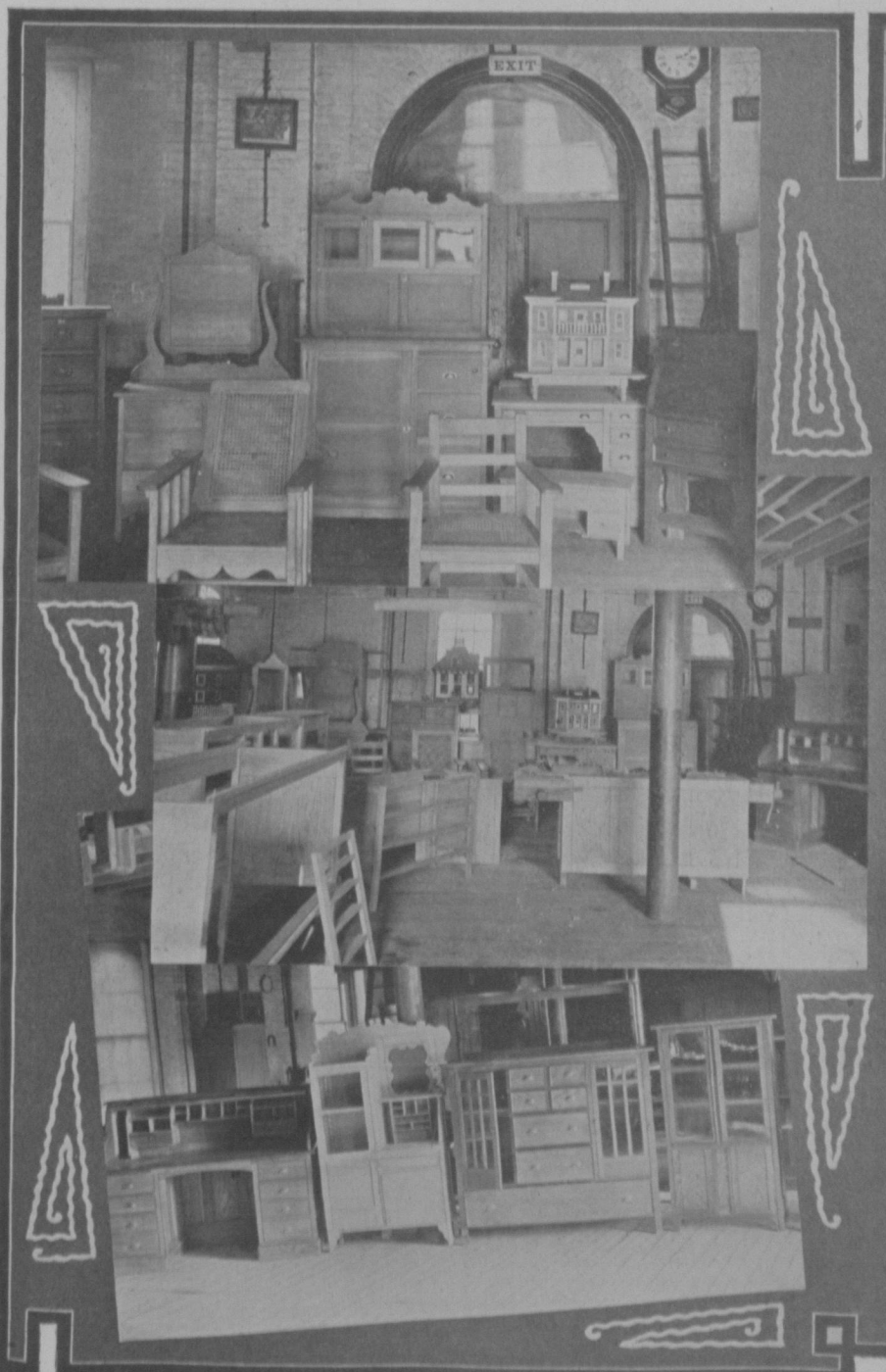
After the address by Principal Currier, John J. O'Brien delivering the—

IVY ORATION.

Dear Principal, Teachers and Fellow-Pupils:—To-day we are gathered here to perform a yearly ceremony with its usual mix-



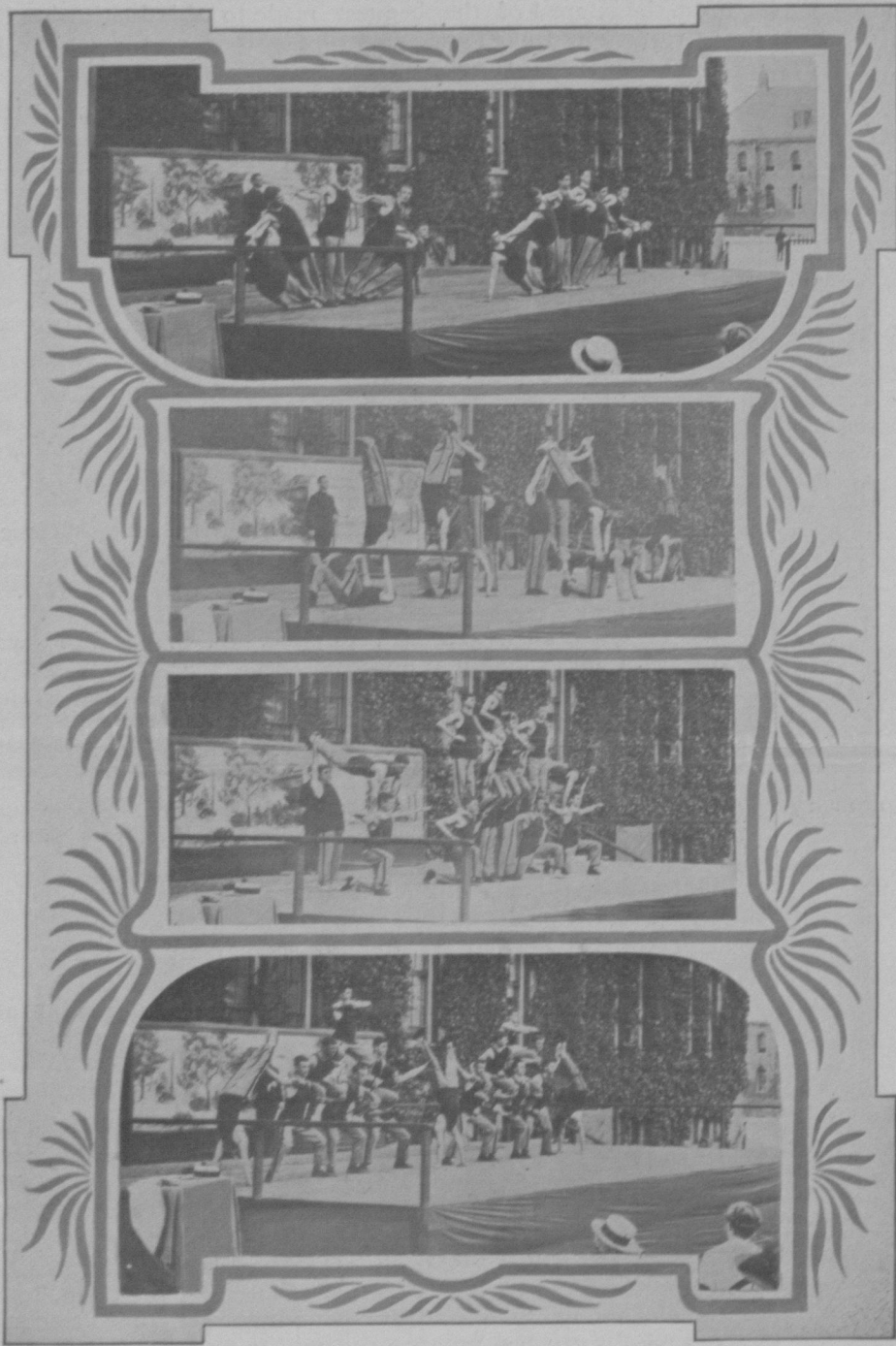
NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
One of the Ten Cooking Classes.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
Cabinet Shop—Specimens of Work Done by Pupils.

IV. Report on the Annual Examination, by the Chairman of the Committee on Instruction.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB  
Commencement—Gymnastic Presentation.

those who have taken such pains with us. Let this be our purpose in life and we surely cannot fail to be of some credit to our *Alma Mater*.

The Baccalaureate Sermon was preached by Rev. Dr. D. H. Martin of the Fort Washington Presbyterian Church, on Sunday, June 14th. Principal Currier interpreted it into signs. All of the pupils, teachers and officers were present. Afterward the Battalion gave the final dress parade of the year.

#### Graduating Essays—Fanwood Commencement, 1914.

"THOUGHT TRAINING IN OUR SCHOOL."

By John J. O'Brien

The present-day school system aims at developing in the pupil the art of thinking. Children enter school for the purpose of becoming intelligent and useful citizens. This end is realized best in the schools, where the most strict attention is turned to the cultivating of the thinking ability. Nothing of value can be accomplished without thought.

Observation is the passage through which thought material comes to the intellect. If one is anxious to possess the power of concentrated thinking, he must first become a close observer. Observant reading will also help a man to become a thinker.

If we persevere in reading the best books, we will learn much from this source. Reading compels us to think. We should not restrict ourselves entirely to the reading of prose, but rather vary our reading between prose and poetry. Poetry creates in us a love of the beautiful.

"Reading," writes one of our greatest philosophers, "maketh the full man," and this is forcibly exemplified in the person of John Milton, the English blind poet. He penetrated to the very throne of English literature. Literature is one of the most important factors in the development of the true art of thinking. Arithmetic, Geography, History, Grammar and other studies are used as means of awakening in children the ability to think. But I think Arithmetic and Language are of the greatest help in training the mind, because they require the development of thinking to a high degree.

To be able to think clearly leads to success in all undertakings. Even in the realm of skillful labor, we find deftness of hand accompanies facility and clarity of thought. Thought is king in all realms. It is the first requirement in practical education. One great part of the system here is to get the pupils to think. It may seem an easy matter, but really, how many people are good thinkers?

Our education is the result of much thought. Its aim is to make the useful men and women, to understand things and to think for ourselves when we are in difficulty and thus avoid dangers.

"WORK."

By Charles LeRoy Drake.

Most men and women have won success by hard work. Laziness is the chief factor in failure. If a man is willing to work, the man who depends on others to do what he should do himself, will not win success.

People who like idleness, meet with failure. The man who is doing nothing, but is constantly dreaming of what is real life will meet with failure in life. He will never reach to a high standing, nor can he attain a social position even in his own community.

Take life as a matter of course, and be always happy. Some

philosophers tell us that we were not born to be happy, but it needs no philosopher to tell us that we were not born to be lazy. Any man who does not work, can scarcely succeed in life. If we work honestly with a will, all opposition to success yields. The person who is shy or timid can never win in the battle of life. Unless we are ready to tackle every difficulty with a will, we invite failure. Many people do not care about the opinion of the world. They think they can take life easy, but the inevitable result is failure.

Any kind work is honorable. If we cannot get work suited to our ambition, it is better to accept anything than to do nothing. If we work hard, it will help us to gain what we deserve. One great blessing of this school is that it teaches the deaf pupils a trade. In this we are more fortunate than many boys and girls who can hear. Our education includes a trade. There is no reason why we should not succeed with a fair chance. There is no excuse for deaf paupers nor beggars, and we are proud there are few or none. Many hearing people beg on the plea of being "deaf and dumb." Begging is a good proof they are not deaf, for few deaf people will go so low. We are trained to work. We will be proud to work to earn an honest living, thanks to the training of dear old Fanwood.

"MY LIFE IN RUSSIA."

By Minnie Brown.

When I was nine years old, I came to New York from Russia. While I was there, I never went to school, although there was a school for the deaf in Odessa; but I could not go there, because it was too far away from my home.

That is a beautiful city and many rich people live there. The people were very cruel to the Jews, and the Jews became discouraged on account of that.

When I was in Russia, I enjoyed most the celebration of the Birthday of the Czar or one of his family. I liked to go with

my grandfather to see the celebration, because he explained everything to me.

My family lived in Elizabethgrad, which is a small city. There was a small library on the second floor of the house where I lived on the first floor. The people had a war when I was a little girl.

I visited my grandfather where he worked in his flour mills. I was interested in his work. My grandfather had a big private office in the tailoring business at my home.

In 1903 my family came to New York from there, and I did not know that it was New York, and afterwards somebody came to see me. He was a deaf man and he wanted to take me to school, and I was anxious to come here, as I wanted to have a good education.

He asked the Principal to let me stay, and he said that he would.

I came to school in 1905 and I never was in the kindergarten, but I began in the Transition Class and was promoted quickly, and some other boys and girls came to school from Europe, and they were not put in the kindergarten, but they began in the same class and were also promoted quickly. They showed that they tried to do their best work.

If we go out in the world, we hope that we can be successful in our work, and we are always happy.

I am very much grateful to the Principal for letting me stay here, and also to the teachers who have taught me everything I know.

One of the extraordinary features of the Commencement exercises, was vocal singing by a class of boys. They sang "America," and also "Der Wacht Am Rhine" (in German) with surprising harmony and excellent effect. This feature of educational work was begun experimentally fourteen or fifteen years ago, with rhythmic exercises in the kindergarten and later in voice culture in higher grades.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
Classes in Gymnastics.

#### BONDS FOR INVESTMENT.

The fundamental principles governing sound investment are safety of principal, income return, marketability and distribution of risk. The wise investor divides his funds among issues varied in character and location.

We shall be glad to mail, on request, a selected list of municipal, railroad, public utility and industrial bonds, offering investments in various parts of the United States and Canada.

SAMUEL FRANKENHEIM

18 WEST 107TH STREET  
NEW YORK CITY

CORRESPONDENT

OF

LEE, HIGGINSON & CO.

NEW YORK BOSTON CHICAGO

NEW ENGLAND MUTUAL LIFE  
INSURANCE COMPANY

OF BOSTON, MASS.

(The Oldest "Old Line" Co. in the U. S.)

MAKES ABSOLUTELY NO DISCRIMINATION AGAINST DEAF-MUTES IN ANY WAY WHATSOEVER.

ALL POLICIES PARTICIPATE IN ANNUAL DIVIDENDS AND HAVE INCREASING CASH SURRENDER VALUES, ETC.

A Life-Insurance premium is NOT expense, and you are not paying anything for nothing. You are SAVING MONEY, and Insurance is taking care of it for you. We make no special plea; this is business done in a business-like manner. Each one pays his share, and does so, because it is for his interest to do so. Think it over!

INSURE NOW BEFORE IT IS TOO LATE! IN YEARS TO COME, YOU OR YOUR LOVED ONES WILL BE THANKFUL!

For sample policy and full information write or see our Sole Eastern Special Agent for deaf-mutes.

MARCUS L. KENNER

200 WEST 111TH STREET  
New York

#### Many Reasons Why You Should Be a Frat

Brooklyn Division, No. 23, N.F.S.D. meets at Imperial Hall, 390 Fulton Street, Brooklyn, N. Y., first Saturday of each month. It offers exceptional provisions in the way of Life Insurance and Sick Benefits and unusual social advantages. If interested write to either officers, THOMAS J. COSOVICH, Secretary, 37 Douglas Street, Brooklyn or LOUIS A. COHEN, State Organizer, 72 E. 96th St., New York.

"Better than the last."

#### SECOND ANNUAL PICNIC & GAMES

OF THE

Alphabet Athletic Club  
AT  
ULMER PARK ATHLETIC FIELD

Saturday Afternoon and  
Evening, June 27, 1914

MUSIC BY PROF. B. HILGEMAN.

TICKETS, 25 CENTS

THREE HUNDRED YARDS RUN  
EIGHT HUNDRED YARDS RUN  
ONE MILE RUN

Gold, silver, and bronze medals.  
BRONZE TROPHY to the club scoring the highest number of points.

Baseball Game Games for Ladies  
Arrangement Committee—Jacob Friedman, Chairman; Abe Miller, Louis Kerner, David Wax, Sam Krienik, Louis Davis, Jacob Niehter.

Authority of "Society for the Welfare of the Jewish Deaf."

#### BULLETIN

OF THE

Hebrew Congregation  
of the Deaf

SERVICES at Temple Emanu-El, 5th Avenue, corner 43d Street, every Friday evening, at 8:15 o'clock. Socials at Y. M. H. A. Building, Corner Lexington Avenue and 92d Street, every Tuesday evening, except where indicated below, mostly free.

"Brooklyn Branch Services" are held at Temple, Putnam Ave. between Reid & Stuyvesant Aves., every Friday evening, 8:15 P.M.

Tuesday, June 16—"Closing Social." Free.

25th YEAR

#### THE LEAGUE OF ELECT SURDS

GIVES ITS

#### Annual Outing and Games

AT

ULMER PARK ATHLETIC FIELD

ON

Saturday, August 1, 1914

Gates open at 1 P.M.

Games begin at 2:30 P.M.

MUSIC BY PROF. B. HILGEMAN

TICKETS, 25 CENTS

#### Strawberry Festival

AND  
Entertainment

AT

St. Ann's Church

511 West 148th Street  
Near Amsterdam Ave.

Saturday, June 20, 1914

AT 8 P.M.

Admission, 35 Cents

COMMITTEE:

Fred G. King, Chairman  
Adolph C. Pfandler Lillie Lindhoff  
Charles Weimuth Mabel Cox  
Libbie Silberman

#### THIRD ANNUAL OUTING & PICNIC

under the Auspices of the Guild of St. Matthews Lutheran for the Deaf.

—AT—

CLINTON PARK CASINO

Creek Street and Maspeth A. enue,  
Maspeth, L. I.

Saturday Afternoon,

August 8th, 1914

Admission, 15 cents

New Games Handsome Prizes.

Committee of Arrangements—J. Lykes, Chairman, Miss Prins, Miss Ruge and Schnuckenberg, Mrs. Bentley, Messrs. Kadighem and A. Berg.

"The Last But Not The Least."

WATCH THIS SPACE FOR

Brooklyn Division,  
No. 23, N. F. S. D.

#### PICNIC AND GAMES

—AT—

ULMER PARK ATHLETIC FIELD

Saturday Afternoon and  
Evening, August 29, 1914

HARRY LEIBSOHN,  
Chairman

#### GRAND ANNUAL OUTING AND GAMES

auspices of the

Newark "Frats" Division, No. 42, N. F. S. D.

—AT—

SCHUETZEN PARK, UNION HILL, N. J.

How to reach the Park: From New York—Take the tunnel and Barclay Street Ferry to Hoboken, N. J., and take trolley cars marked "Summit Avenue," and get off at Walnut Street, and walk one block to Park.

Saturday Afternoon and Evening, July 11, 1914

Park will open at 1:30 P.M.

TICKETS, 25 CENTS

The following events are open to deaf-mute athletes only. Entrance fee for each is fifteen (15) cents, and all entries should be sent to John M. Black, 25 Quilman Street, Newark, N. J. Prizes to First and Second in each event: 100 yards dash, 220 yards run, and 3-mile run.

Handsome prizes will be awarded to winners in the following events. No entrance fee will be charged: For Men—Shoe Race, 100 yards dash (for Frat Members only). For Ladies—50 yards dash, Ball throwing, Potato race. For Children (under 12 years of age)—25 yards dash, potato race.

One Mile Relay Race (team of four)—For handsome Loving (Silver) Cup. Open to deaf clubs or societies only. Entrance fee, \$2.00 per team.

Baseball game between the Brooklyn Frats and Newark Frats starts at 2:30 P.M. for the Big Supper.

COMMITTEE—Albert Balmuth (Chairman), Fred Herring, Henry A. Coe, Fred Bouton, and John M. Black.

#### THIRD ANNUAL PICNIC and GAMES

—OF THE—

Knights of De l'Epee  
New York Council No. 2

—ON—

SATURDAY, JULY 18, 1914

TO BE HELD AT

Ulmer Park Athletic Field

MUSIC BY PROF. GEO. A. TORREY'S ORCHESTRA

COMMITTEE ON ARRANGEMENTS:

DANIEL A. BARKER, Chairman

EUGENE LYNCH

THOMAS DRISCOLL

JOHN J. KIEFER

FRANK COSTELLO

STEPHEN DUNDON

FRANK BOHN

TICKETS, 25 CENTS

Directions—Take the "West End" Elevated Line from the Manhattan Terminal of Brooklyn Bridge, and get off at "Ulmer Park," and walk two blocks.

#### FIRST ANNUAL PICNIC

—OF—

Utica Division, No. 45, N. F. S. D.

—AT—

SYLVAN BEACH, N. Y.

Saturday, July 4th, 1914

#### VARIOUS SPORTS AND PRIZES

Brother Frats, take a little vacation and bring your friends to spend "Frats' Day" with us.

COMMITTEE:

PAUL SANDUSKY, Chairman

JOHN H. THOMAS

FRANK LEE

JOSEPH LEVER

SAMUEL McALLISTER

JAMES MANNING

THOMAS KINSELLA

"GREATEST OF ALL"

#### THIRD ANNUAL PICNIC AND GAMES

under the auspices of the

Clark Deaf-Mutes'  
ATHLETIC ASSOCIATION

to be held at

ULMER PARK, (ATHLETIC FIELD,) BROOKLYN

Saturday afternoon and evening, August 15, '14

Tickets - 25 Cents

MUSIC BY PROFESSOR SWEYD

COMMITTEE ON ARRANGEMENTS.

WILLIAM GREENBAUM, Chairman

JOE SWEYD

ISIDORE BLUMENTHAL

WOLF SCHULMAN

LOUIS BLUMENTHAL

LEOPOLD BRESLAUER

LUDWIG FISCHER

(Particulars Later.)